

Work Session Meeting Minutes
June 22, 2010
Central Falls School District Board of Trustees
6:03 p.m.
Central Falls High School – Library

The Board of Trustees may vote on any agenda item.

I. Call to Order and Roll Call

Chairperson, Ms. Anna Cano-Morales called the Central Falls School District Board of Trustees Meeting to order at 6:04 PM.

Present were: Ms. Anna Cano-Morales, Chairwoman
Ms. Sonia Rodrigues, Vice Chairwoman
Ms. Ana Cecilia Rosado
Mr. B.K. Nordan
Mr. Vladimir Ibarra (6:07 PM)

Not Present: Ms. Mary Lou Perez, Clerk (excused absence)
Ms. Leslie Estrada (excused absence)

II. Pledge

III. Recognition

A. TALL University

Ms. Keiser along with a student from the TALL Program presented a slide show of pictures from the annual parade. The student informed the Board that he was currently making a commercial from the exposure he received from being a part of the parade.

IV. Policy and Planning

A. ELL Presentation

Ms. Pat Morris gave a presentation on the district's ESL program. Her presentation included information regarding district demographics, research, data, entrance and exit criteria, testing, forms, monitoring, partnerships with the Pawtucket School District, Sheltered Instruction Observation Protocol (SIOP), new report cards for grades three to five and dual language programs.

Ms. Antunes, who helps to identify and place ELL students, informed the Board of tests and forms that are used for assessment as well as how these are scored. Clarification was established regarding parent options. The Board was interested in any data that might be available for parents who opt out and whose children are doing well in mainstream classrooms. There was brief discussion surrounding the topic.

Ms. Keiser was introduced and showed a video that presented her work with a high school ELL classroom taught by Mr. Len Newman. The activities that were shown were created to help develop deep comprehension of the text *The Mountain that Loved a Bird*.

Ms. Cathy Fox and Ms. Berkis Rodriguez of Veterans Elementary School highlighted two activities that were done with their classes using the SIOP model. The first activity was called “Reading Restaurant” and the two objectives of the activity were to have the students’ state the main idea of a story and to practice expression and fluency. The students had to choose two browsing books; tell the customers about the book; and let the customer pick the book that they wanted read to them. The second activity was based on the idea of community and neighborhood. The objective was to learn about how the community influences their lives and how it provides basic necessities. The students constructed homes and had language objectives. They wrote letters to their parents about what they had learned about and went to the post office to mail it to their parents. A short film was presented in order to show their experience. The film contained trips to the Police Department, Fire Department, Post Office and El Paisa Restaurant.

Ms. Nancy Carnevale of Veterans Elementary School informed the Board that four to eight computers were effectively being used in an ESL classroom. The software programs being used were Lexia, which can be accessed on-line and My Reading Coach, which has reports and is individual to the user.

B. Further discussion of Robertson 5th grade school

Dr. Gallo informed the Board that about half a dozen parents had expressed some concerns. The main concern was with transportation. Bussing will be provided for many students. Parents will receive notification in August. A few residents expressed concern when they thought that the school would be changing from an elementary to a middle school. Many parents have spoken favorably to about this change.

C. Project Citizen

Robertson Elementary School students in Mrs. Kollek’s fifth grade worked on civics project through Project Citizen. The students identified a problem and proposed policies and action plans to the Board. The problem that was identified was that the school did not have a full-time nurse. The students conducted a survey for students and faculty regarding the problem and informed the Board of the results. They also gave facts and figures found in articles from U.S. Today and the New York Times to prove why not a having a full-time nurse is a problem. The students proposed three different alternative policies and stated the pros and cons of each. They then told the Board which proposed policy would work best and told them what the action plan should be.

The Board asked questions about how the problem identified and what the next steps would be and had a brief discussion with the students. The students added that one of the teachers in the school had Type 1 Diabetes which was another reason to have a full-time nurse.

The Board congratulated the students on their visuals and how well they presented their ideas.

D. Calcutt Commissioner Review Report

Dr. Gallo informed the Board about the Commissioner Review Report for Calcutt Middle School. The report was positive and supportive. Some of the contents were regarding more ways to foster growth with rigor in work and recognized the expertise of staff.

It was noted that part of the review team were staff from the High School. Dr. Gallo stated that it was important to have a cross-level review team.

E. School Uniforms Discussion and Possible Policy Development

The Deputy Superintendent for Transformation, Victor Capellan, informed the Board that he and the co-principals Ms. Jones and Mr. Sam would like to explore the opportunity of having the high school have a stricter dress code or uniforms in order to develop a culture of learning. They spoke with teachers and the idea was supported by about 76%. It was a quick informal survey but they wanted to move forward and work with students, parents and teachers with a formal survey to develop a policy.

Dr. Gallo informed the Board that it would be looked at district wide because parents had approached several administrators to let them know that they would like to see uniforms implemented district-wide.

The Board agreed that they could look into the possibility of uniforms and also commented that it had been allowed at Veterans although it was not a district policy.

It was agreed that research had to be done with ACLU to make sure the uniforms could not only be allowed but enforced, and that issues of cost should be examined.

Mr. Capellan stated that a formal proposal would be made to present to the Board.

F. RTTT update: High School student handbook and teacher professional development

Mr. Capellan informed the Board that they would be creating a high school student handbook. They were told the dates of the high school teachers' professional development.

V. Consent Agenda

Ms. Rosado had minor edits and changes to the May 25 work session minutes and June 8 regular meeting minutes. They were approved by Ms. Rodriguez and seconded by Mr. Nordan with the edits and changes. It was approved 5, 0.

There were no personnel actions.

VI. Superintendent's Report

The items in the Superintendent's report which included the board retreat, general updates K-12 summer programs, funding formula expectations and facilities updates were tabled.

VII. Board Comments

Ms. Cano-Morales did comment that the funding formula being passed was historic but not in the district's favor. She stated that Central Falls would be reviewed in October. She also added that the City was in receivership.

VIII. Next Meeting

Special Meeting - Trustee Retreat: Tuesday, July 13, 2010 from 6:00 to 9:00 PM

IX. Motion to recess to executive session

A motion to go to executive session pursuant to chapter 42-46-5(a)(2), that this public body convene in executive session to discuss certain matters that are the subject of collective bargaining and litigation (Non-certified negotiations and legal advice) was made by Ms. Rosado and seconded by Ms. Rodrigues.

Ms. Cano-Morales noted for the public that the Trustees would not reconvene into public session.



ESL Program Central Falls

**Central Falls Trustees
June 22, 2010**



Strategic Plan

- **Vision Statement:**

“All Central falls Schools are members of a continually improving system, graduating students who perform at or above grade level expectations as determined by local and state assessments.”



C. F. Goals

- **Increase student achievement through a consistent and comprehensive focus on teaching and learning.**
- **Create capacity to support and nurture a continuous learning environment**
- **Strengthen parent and public engagement through promotion of adult learning and advocacy.**



Central Falls Demographics

Number of Students K-12	2,992
Number of Elementary	1,489
Number of Middle School	689
Number of High School	823
Number of ELL Students	588 (20%)
Number of Monitored Students	169



STUDENT INFORMATION



ELL Student Information

- Length of time in program**
- **Less than 3 years** **78%**
 - **Less than 5 years** **87%**
 - **More than 5 years** **9%**
 - **Immigrant Population** **26%**
 - **Children born in US** **39%**

Long Term ELL Students

- 23 students are making average progress
- 31 have IEPs

Where are they from?

- 39% Born in the United States
- 16% Born in Puerto Rico
- 11% Born in Guatemala
- 11% Born in Cape Verde
- Remainder of students born in:
 - Dominican Republic
 - Colombia
 - Mexico
 - El Salvador, Portugal, Spain, Senegal, Honduras, Haiti, Bolivia, Germany, China, Greece, Lebanon

A Closer Look

- 81% US born students primarily in elementary grades
- >half of the Cape Verde students in high school
- > half of the Guatemala students in high school

ENTERING
WHILE WE'RE HERE
EXITING

Identification & Placement

- Home Language Survey
- English Proficiency Testing- W-APT
- Native language literacy assessment
- Family interview
- Eligibility for English as a Second Language Program
- Yellow placement forms
- Parent permission

ELL Classrooms

- **Elementary:**
 - Ella Risk, Veterans, Capt. Hunt, Robertson (Gr. K;2)
- **Middle School**
 - Two teams
 - Grade 6
 - Grade 7 & 8
- **High School**
 - "Lower House" Grades 9 & 10
 - "Upper House" Grades 11 & 12

Exiting The Program

- I. **Assessment results**
ACCESS
 4.5 in Literacy Composite score
 AND
 5.0 in Comprehension Composite score
 OR
 3 or better in NECAP
- II. **Classroom Performance**
 - Reading Scores
 - Writing samples
 - Report Card grades
 - Teacher Recommendation
- III. **Grades 1-12**
 - Parent conference forms for documentation

Exiting Review

	2006-07	2007-08	2008-09	2009-10
Elementary	21	66	54	15
Middle	42	8	45	0
High School	16	19	31	22
New Resource Model for 2010-11				
Elementary				55
Middle				7
High School				27

Monitoring Exited Students

- **Students monitored for two years**
- **Monitor forms**
- **Issues that may arise**

PROGRAM MODELS AND SCHOOLS

Program Models

Kindergarten

- **Integrated ELL/ non-ELL Classrooms at all elementary schools except Veterans**
- **Bilingual program-Capt. Hunt**
 - Selection based on W-APT results and parent approval
 - Moving to Dual Language Program for K-2 in 2010-11

Elementary level

- **Grade 1- bilingual classroom -Veterans**
- **Grades K-5 English as a Second Language using the SIOP Model**
- **Schools: Ella Risk & Veterans; Robertson School Grade 2 ESL**
- **Instruction-**
 - SIOP (Research based)
 - Treasure Chest alternative reading instruction
 - Lexia Reading Software

Middle School

- **Calcutt Middle School**
 - Johnson & Wales team grade 6
 - Notre Dame Fighting Irish team grades 7 & 8
 - SIOP Model
 - Shared Curriculum
 - Lexia
 - My Reading Coach-Intervention Long Term ELL's
- Newcomer program for grades 6-8
 - Newcomer curriculum

Central Falls High School

- **ESL Team (grades 9-12)**
- **Students on mainstream teams and on Academies**
 - Teacher referral
 - Monitor progress
- **Shared Curriculum**

Curriculum tied to ELP Standards, GSE's, PBGR, and CCA's
- **Sheltered content instruction (SIOP)**
- **Lexia**
- **My Reading Coach- Intervention**

ACCOUNTABILITY

Accountability Systems

NECA

ELLs are required to take **AYP** Math, Science, and Writing

GLEs/GSEs

- Recently arrived ELLs can be given a one-time exemption from the Reading NECAP

ACCESS for

ELLs are required to take **AMAOs** in Reading

ELPS

Accountability Under Title III AMAOs

- annual increases in the number or percentage of children making progress in learning English;
- annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and
- making adequate yearly progress for limited English proficient children

Accountability

Achievement of District Performance Targets for ELL Programs under NCLB/Title III

Targets for 2009-10	District Value	Statewide Target	Was Target Achieved?
Proficiency Attainment	13%	18%	No
Proficiency Improvement	62%	27%	Yes
Academic Achievement			Yes

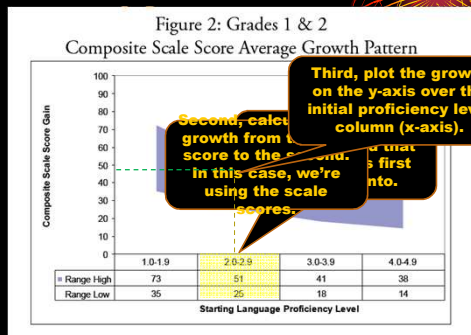
LET'S TALK ABOUT GROWTH

How much growth is enough?



Refer to the **handout** entitled **WIDA Focus on Growth**. This is a product of research conducted by **H Gary Cook** at **WCER**. It provides growth profiles for students by grade and proficiency level. It also provides levels of average growth for districts. "Lower is faster, higher is slower."

How much growth is




How Did We Do?

- **High school- 82% average or above average progress**
- **Middle School- 50% average or above average progress**
- **Elementary Schools**
 - **Veterans—85% average or above**
 - **Ella Risk- 71% average or above**
 - **Robertson-66% average or above**

THIS IS WHAT MAKES US SPECIAL

Partnership With Pawtucket

- AL2 (Academic Literacy in a Second Language) Strategies for Secondary ESL (ELA), Reading and Special Education Teachers (2005)
- Shared Leveled ELA Curriculum Development (2007-2009)
- Multi-Content Curriculum Development for Students with Limited Formal Schooling (2007-2008)
- SIOP Cohort I (2007)
- SIOP Cohort II (2008)
- SIOP Cohort III (2009)

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- ESL Endorsement Coursework in partnership with Rhode Island College
 - Education Week Article- April, 2009
 - AL2 and Curriculum Work led by
Dr. Nancy Cloud, Rhode Island College
 - SIOP Work led by
Dr. Deborah Short, CAL (Co-author of SIOP;
Author of *Double the Work*)

Report Cards



- **Change needed**
- **Researched for models**
- **WIDA “Can Do Indicators”**
 - **Process and permission**
 - **Piloting year**
 - **Survey**
- **Other district interest**

Classroom Activities




- **TALL university**
- **Technology and interventions**
 - Mrs. Nancy Carnevale
- **Grade 1 Presentation**
 - Ms. Cathy Fox &
 - Ms. Berkis Rodriguez

New for next year



- **Dual Language**
- **Elementary curriculum grades 3-5 pilot**
- **ESL Resource Model**
- **SIOP Coach**
- **ESL Report Card Available Electronically**

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- **LADDER project**
 - **Spanish for Spanish speakers**
 - **Bilingual interventions for RtI process**
 - **Increased focus on Professional Development concerning second language acquisition for all staff**
 - **Critical issues working with culturally diverse students**